

Special Education Programs

October 2021 Newsletter



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Regional Representative List

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Next SPED Director Call

October 19th, 2021 - 10am CT

Connect through ADOBE:

<https://taese.adobeconnect.com/sdt a/>

For audio dial: 888-387-8686

Passcode: 818 562 8373

Agenda Items:

- Telemental Health Services Presentation
- Dyslexia Awareness Month and Resources
- Child Count Reminder

SPED Program Highlights

How do you determine a student's least restrictive environment when participating online? The [Online Learning and IDEA Educational Environments](#) document assists in understanding when it is considered regular classroom or outside.

Evaluation Instruments document has recently been re-updated in September 2021 due to a missing intellectual assessment. You can find the updated version on [Individual Education Plans](#) website under Documents section.

DOE Program Highlights



Teacher of the Year

Stephanie Ballard, a special education teacher at George S. Mickelson Middle School in Brookings, has been named the 2022 South Dakota Teacher of the Year. Secretary of Education Tiffany Sanderson made the announcement yesterday evening (Oct. 12, 2021) at a banquet in Fort Pierre.



Governor's Awards

Governor's awards recognize the achievements of businesses, individuals with disabilities, and other South Dakotans. The awards were presented on Oct 5, 2021. The awards ceremony can be viewed at this [link](#).

High school special education teacher, Cindy Bierman, is this year's recipient of the Governor's Award for Outstanding Transition Services. She leads the program for adult community transition (PACT) for transitioning students into life after high school. The program works on academics, employment, independent living skills, and community participation.

SPED PROGRAM FEATURE PRESENTATION

High School Transition Resources

The South Dakota Department of Human Service, Division of Rehabilitation Services (DRS) works with school districts in transition planning. School districts in South Dakota have a Vocational Rehabilitation (VR) counselor assigned to assist in transition planning when appropriate and when requested. A list of the districts and VR counselors can be found on the [website](#).

A transition resource booklet provides links to many online resources broken out into different sections. The booklet is organized into eleven sections:

- Career Exploration
- Workplace Readiness
- Post-Secondary Education/Training
- Learning Styles & Personality Profile
- Study Skills
- Strengths & Limitations
- Self-Advocacy
- Independent Living Skills
- Specific Areas of Need
- Additional Resources Websites
- Online Platforms

Monthly newsletters provide brief, topic specific information to students to help make them aware of what is available. Topics include:

- YLF
- Setting Goals
- Budgeting
- Transportation
- Self-Advocacy
- Internet Safety and Assistive Technology
- Soft Skills
- Living on Your Own
- Building Your Resume

Federal Highlights



The **PROGRESS Center** is a federally funded technical assistance center charged with supporting local educators and leaders in developing and implementing high-quality educational programming for students with disabilities.

The PROGRESS Center is hosting their second annual private school forum, ***Promoting Progress for Struggling Students and Students with Disabilities in Private Schools***. This event will occur **October 19th from 12:30-3:00 pm ET** and is open to all educators and leaders interested in supporting students with disabilities or students who are struggling within nonpublic schools.

- Register for the keynote and panel presentation: [https://air-
org.zoom.us/webinar/register/WN_5mPbarj0TxS6CTbgkwYaWA](https://air-
org.zoom.us/webinar/register/WN_5mPbarj0TxS6CTbgkwYaWA).
- Register for a specific breakout session: <https://promotingprogress.org/events/private-school-forum-2021>

US Department of Education: OSERS Releases Q&A on IEPs: On Thursday, September 30 USED's Office of Special Education and Rehabilitative Services (OSERS) released a Q&A focused on Individualized Education Programs (IEP) and the transition to in-person learning. To learn more, click [here](#).

Early Childhood Highlights

Indicator 6 – A self-assessment tool providing a framework for discussion to promote collaboration between schools and early care and education providers to promote the inclusion of young children with disabilities and their families in various early childhood programs.

<https://ectacenter.org/~pdfs/topics/inclusion/local-inclusion-self-assessment.pdf>

Indicator 7 – Preschool Outcomes – Early Childhood resources to promote learning

- A) Positive Social-emotional skills – South Dakota Public Broadcasting - [Alma's Way Premier \(sdpb.org\)](#)
- B) Acquisition and use of knowledge and skills – South Dakota Public Broadcasting - [Reading and Early Learners \(sdpb.org\)](#) [The Leaf Game - Daniel Tiger's Neighborhood \(sdpb.org\)](#)
- C) Use of appropriate behaviors to meet their needs - [Combined Movements | PBS LearningMedia](#)

South Dakota Early Learning Guidelines – The early learning guidelines can be used to:

1. Improve knowledge of child development
2. Inform age-appropriate expectations for children's development and learning.
3. Establish goals for children's development and learning that are shared across programs and services.
4. Guide plans for developing curricula and activities

[early_learning_guidelines.pdf \(sd.gov\)](#)

2021 Virtual Early Learner Public Policy Forum

Join Early Learner South Dakota for 2 sessions per month in October, November and December. They will be discussing the importance of Early Learning, how other factors can affect Early Learners and how to become an advocate for Early Learners. [Connecting the Dots - Advocacy and Early Learning in South Dakota Tickets, Thu, Oct 7, 2021 at 11:00 AM | Eventbrite](#)



Resources to Support Specialized Instruction and Specific Disability Areas

Each month we will feature different organizations and resources that will help you expand your toolkit to meet the needs of a variety of learners. **Disclaimer:** The information is being shared as a potential instructional or professional resource. Most are from state or nationally funded or recognized entities. Please evaluate individually to determine how it meets your needs.

The following briefs provide evidence-based and promising practices to support continuity of learning for students with disabilities and examples for families and teachers.

- [Practices and Resources to Support Parents and Families](#) - Topical Issue Brief
- [Practices and Resources to Support Teachers](#) - Topical Issue Brief
- [Practices and Resources to Support Related Service Providers](#) - Topical Issue Brief

[The Dyslexia Handbook for Teachers and Parents in South Dakota](#) is available to help parents and educators learn more about dyslexia and includes additional resources for teachers to access if they suspect a student may have dyslexia. Visit our [Dyslexia webpage](#) for the dyslexia handbook, a [brochure](#), and many other dyslexia resources.

[Supporting Young Children with Autism and Other Developmental Delays through Visual Schedules \(sdpb.org\)](#) is a resource to help Early Childhood teachers and caregivers understand the benefit of visual schedules that may come in many forms and serve multiple purposes.

Struggling Reader Support Series: This training series will provide teachers and administrators with information and resources to support struggling readers.

- [November 1 \(Zoom\)](#) [February 7 \(Zoom\)](#)
- [December 13 \(Zoom\)](#) [March 7 \(Zoom\)](#)
- [January 10 \(Zoom\)](#) [April 11 \(Zoom\)](#)

Iris Center Modules

- [Early Childhood Environment: Designing Effective Classrooms](#)
Learn about designing the physical, social, and temporal environment
- [Autism Spectrum Disorder \(Part 1\) An Overview for Educators](#)
- [Autism Spectrum Disorder \(Part 2\) Evidence-Based Practices](#)

In these modules, become familiar with:

- Early warning signs and primary characteristics associated with ASD
- Considerations for working with these students
- Evidence-based practices for improving outcomes

This Month's SPED Tip(s)

Embedded Instruction in the Inclusive Classroom for Students with Significant Cognitive Disabilities

Have you ever wondered what inclusion looks like for students with significant cognitive disabilities? Content instruction can be paired with instruction that addresses individualized goals through embedded instruction with these 4 tips:

1. Check the IEP for specific goals that could be addressed or identify one from the curriculum where a student may need more intensive instruction
2. Ask the general educator to identify natural opportunities to provide instruction within general education activities and routines (for example, transitions, independent work)
3. Prompt the student and increase wait time
4. Collect, chart, and use data

To read the entire article, go to

<https://publications.ici.umn.edu/ties/foundations-of-inclusion-tips/embedded-instruction-in-the-inclusive-classroom>.

SD State Disability Category Resources

Administrative Rules of South
Dakota

[Article 24:05](#)

(There were new rules adopted that went into effect July 2020, if you have a stand alone copy of the rules please make sure you update them. You can download the whole Article on the LRC site.)

[South Dakota Special Education Programs](#)

Federal Resources

[IDEA Part B Federal Regulations](#)

[US Department of Education](#)



Professional Development

To register, please click on the training title.

The Central Institute for the Deaf will be presenting two 90-minute live webinar sessions in October.

[Understanding a Student's Hearing Loss](#)

October 14th 4-5:30pm CST (Virtual)

[Supporting A Student's Hearing Loss](#)

October 21st 4-5:30pm CST (Virtual)

[High School Transition Round-Up](#)

The first transition round-up recording has been posted. Mark your calendars and watch your email for the 2nd round-up scheduled for **Nov 3 from 3-4 pm (CT)**.

New Special Education Directors Webinar Series

Special Education Programs in collaboration with the Technical Assistance for Excellence in Special Education will be hosting a series of interactive virtual webinars new (0-3 years) Special Education Directors in the fall of 2021.

The webinars will focus on general supervision requirements of special education and will include the following topics:

- [Introduction and Integrated Monitoring Systems \(Accountability\)](#)
- [Child Count](#)
- [Dispute Resolution](#)
- [State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#)
- [Fiscal Management](#)

* Please register for each webinar individually.
Contact hours available to those who attend the entire 2 hour session.

Dyslexia Training Opportunities:

Dyslexia for Assessment: The training will focus on dyslexia assessment basics and each team will be required to practice the assessment in their district. Each district attending this training will need to send a team of three to four school staff. Each team will submit the assessment to the trainer, Dr. Kari Oyen, who will then review each assessment and set up a consultation with each team.

- [October 29 \(Rapid City, SD\)](#)
- [November 5 \(Sioux Falls, SD\)](#)

SPED Resources

Click on titles to go directly to webpage.

[SD Special Education Page](#)

[619 Preschool](#)

[State Performance Plan/Annual Performance Report](#)

[Dispute Resolution](#)

[Special Education Listservs](#)

[Administrative Rules](#)

[SD Department of Education](#)

[Birth to Three](#)